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ABSTRACT

Geographic learning provides perspectives, information, concepts, and skills essential to viewing and understanding historical events and developments. Geographic learning is therefore essential to sound teaching and learning of history in general and U.S. history at the high school level in particular. This report contains a description of the content, structure, and instructional characteristics of ten 20-minute video programs and accompanying print materials on geography in U.S. history. These programs, intended for use in secondary level U.S. history courses, fit easily into normal classroom schedules; and the content reflects most existing course sequences, as indicated by standard curriculum guides and widely used textbooks. Each of the 10 programs focus on a major period of U.S. history and a significant event and related developments within that period. All programs also incorporate the most recent thinking about the teaching and learning of geography and reinforce current efforts to help students understand the investigative and analytical aspects of this subject. While the programs constitute a chronological series, each is self-contained and may be used independently. The ten programs are: (1) North vs. South in the Founding of the USA, 1776-1796; (2) Jefferson Decides to Purchase Louisiana, 1800-1815; (3) Civil War and Social Change in Georgia, 1800-1870; (4) Clash of Cultures on the Great Plains, 1865-1890; (5) An Industrial Revolution in Pittsburgh, 1865-1900; (6) Americans Build the Panama Canal, 1901-1914; (7) A Nation of Immigrants, 1900-1930; (8) Moving North to Chicago, 1900-1945; (9) New Deal for the Dust Bowl, 1931-1945; and (10) The Origin and Development of NATO, 1945-1990. (JB)

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FINAL DESIGN REPORT

Geography in American History

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Design Report

Geography in American History

for high school students of American History

December 1989

Agency for Instructional Technology
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Contents

Acknowledgments ii

Overview 1

Geography and History in High Schools 2

- Project Rationale 2
- Project Purpose 2
- Project Content 2

Structure and Instructional Characteristics 4

- Guidelines for Program Structure 4
- Outlines of the Ten Programs 4
- Teacher's Guide 6

Appendices 7

Acknowledgments

This final design report was prepared by the project's chief content consultant, John J. Patrick, Professor of Education and Director, Social Studies Development Center, Indiana University. He was assisted by Joseph P. Stoltman, Professor of Geography, Western Michigan University, the project's associate content consultant.

Overview

This report contains a description of the content, structure, and instructional characteristics of video programs and accompanying print materials on geography in American history. These programs, intended for use in high school American history courses, will fit easily into normal classroom schedules; and the content will reflect most existing course sequences, as indicated by standard curriculum guides and widely used textbooks.

Each of the 10 video programs will focus on a major period of American history and a significant event and related developments within that period. Each program will also incorporate the most recent thinking about the teaching and learning of geography and will reinforce current efforts to help students understand the investigative and analytical aspects of this subject.

The project was described in the prospectus, ***Geography in American History***, issued by the Agency for Instructional Technology in November, 1988. This report is based upon and is consistent with the guidelines and concepts stated in the prospectus.

A provisional version of this report was circulated among content, learning, and communication specialists associated with educational agencies in the United States, for their review. The changes and refinements resulting from that review have been incorporated into this document.

Geography and History in High Schools

Project Rationale

Educators are emphasizing that history and geography should have a central position in the social studies. The National Commission on Social Studies in the Schools, for example, in its report, *Charting a Course: Social Studies Curriculum for the 21st Century*, maintains that "geography and history, with their context of place and time, provide the indispensable framework for the study of societal institutions."*

Similarly, in their report on a recent national assessment of students' knowledge of history, Diane Ravitch and Chester Finn argue that "the study of history at every grade level should incorporate the study of geography." They believe that "geographic literacy enables students to understand how people and the places they inhabit influence each other," and they note, "Past events occurred in particular places, and characteristics of the place often influenced human behavior. Students need to understand how the presence of isolating geographic factors, like a mountain range or a desert, affects cultural development, and how physical characteristics of the land affect migration patterns, trade routes, invasions, wars, and economic development."**

At the high school level, textbooks are the major resource used in teaching American History. Yet, very little attention is given in them to the effect of geography on American history. As a result, rarely do opportunities occur in classrooms to use the organizing principles of geography and the concepts and skills associated with them to view and understand major historical events and developments. Thus, there is a clear need to strengthen and expand educational materials on this vital dimension of the teaching and learning of American history, so that students may learn about the enlightening interrelationships of geography and history. Such learning can contribute to their comprehension of the world and their ability to act effectively within it.

Project Purpose

The purpose of this project is to contribute substantially to education for citizenship in our American society through consideration of the interrelated content of geography and history. Geographic learning provides perspectives, information, concepts, and skills essential to viewing and understanding historical events and developments. Geographic learning is therefore essential to sound teaching and learning of history in general and American history at the high school level in particular.

To attain this purpose, a number of specific goals were established.

- First, students will become acquainted with certain fundamental geographic themes—location, place, human/environment interactions, movement, and regions.
- Second, students will use themes of geography to illuminate and enhance understanding of significant events and developments in American history.
- Third, students will develop literacy in geography and history through comprehension and use of fundamental ideas of these two subjects.
- Fourth, students will develop cognitive skills in geography that involve the processing of information and the use of ideas to make and defend factual statements and value judgments.

Project Content

Content of each of the 20-minute video programs will conform to the following criteria.

1. Each program will emphasize and exemplify one of the fundamental themes in

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* National Commission on Social Studies in the Schools, *Charting a Course: Social Studies Curriculum for the 21st Century*, Washington, DC: The Curriculum Task Force of the National Commission on Social Science Disciplinary Associations, 1989, p. 3.

** Ravitch, Diane and Chester E. Finn, Jr., *What Do Our 17-Year-Olds Know? A Report on the First National Assessment of History and Literature*, New York: Harper and Row, 1987, pp. 209–210.

geography:* (a) location; (b) place; (c) human/ environment interactions; (d) movement; and (e) regions. The theme emphasized will depend on the topic under consideration. Each program will also consider some of the other geographic themes to a lesser extent.

2. Each program will provide opportunities for practice of cognitive skills such as (a) asking questions; (b) acquiring information; (c) organizing and presenting information; (d) interpreting information; (e) formulating and testing generalizations; and (f) making evaluations.

3. Each program will be designed to increase understanding of the following aspects of historical literacy: (a) chronology; (b) cause/ effect relationships; (c) continuity and change; (d) common memory; and (e) historical empathy. These will be woven into each program.

4. Each program will focus on a topic contained in a list of topics, identified by the Bradley Commission, as being "central to the history of the United States"** and presented in standard high school American history courses.

5. Each program will emphasize historical events and developments of great national significance in United States history. As fundamental parts of the history of all Americans, these events and developments transcend the particular regions or localities in which they occurred.

The 10 programs will constitute a series. Although the programs are chronological, each is self-contained and may be used independently. Thus, programs will be easily scheduled for flexible use in high school American history courses.

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* Joint Committee on Geographic Education, *Guidelines for Geographic Education: Elementary and Secondary Schools*, Washington, DC: Association of American Geographers and National Council for Geographic Education, 1984.

** The Bradley Commission on History in Schools, *Historical Literacy: The Case for History in American Schools*, Paul Gagnon, editor, New York: Macmillan, 1989, pp 28–29.

Structure and Instructional Characteristics

Aspects of the structure and instructional characteristics of this video project are discussed below. They include guidelines for program structure, a matrix presenting the content points of all 10 programs, a description of the proposed teacher's guide, and in a series of appendices containing provisional treatments for the 10 programs.

Guidelines for Program Structure

Each 20-minute program has three purposes: (1) Establish historical context and topics; (2) Relate geographic theme to topics in American history; and (3) Prompt post-program activities.

1. **Establish historical context and topics.** Each program begins with a brief high interest contemporary opening that is then linked to the past, thus establishing the program's spatial and historical context and topics. Additional purposes are to capture the attention of viewers, arouse their interest, and set the scene for the remainder of the program. This segment concludes with a question that structures the rest of the program.

2. **Relate geographic theme to topics in American history.** The principal geographic theme is introduced and connected to historical events and topics of the program. A person or group responding to challenges or issues is featured in a chronologically-ordered documentary presentation. Questions posed in the first part of the program are addressed. Purposes of this segment are to connect geography with history through portrayal of events in American history and to demonstrate how knowledge of geography contributes to historical understanding.

3. **Prompt post-program activities.** The story of the program is brought to a thought-provoking ending in this final segment. Main ideas are reviewed briefly. Connections are made between the program content and subsequent events or concerns in American history. The program ends with one or two questions to prompt post-program discussion. The purposes of this final segment are to highlight main ideas of the program and to establish a frame of reference for post-program reflection, discourse, and investigation about main ideas and events of the program.

Outlines of the Ten Programs

The matrix on page 5 provides an outline of the programs included in this project. Each program focuses on a specific **historical period**. The programs are designed to be useful in high school American history courses, whether they focus at this level on the entire sweep of our nation's history, the periods since the Civil War, or the 20th century.

Schools that limit the scope of their coverage can use programs on earlier historical periods for review. The topics considered in earlier programs foreshadow later events in American history.

In each program, attention is given to **historical topics** that are emphasized in widely-used American history books, at the high school level. A particular **geographic theme** is used to help students better understand the historical events and developments considered. In addition, a **geographic skill** is used to help students ask and answer important questions about these events and developments. Formal procedures for teaching these cognitive skills will be presented in the teacher's guide. The program will provide opportunities to practice them.

The **history content** of each program focuses on a person or group responding to challenges or issues. This approach is used because it is appealing to students in the target audience. It also emphasizes the human dimensions of geography and history.

Program	North vs. South in the Founding of the USA: 1776–1796	Jefferson Decides to Purchase Louisiana: 1800–1815	Civil War and Social Change in Georgia: 1860–1870	Clash of Cultures on the Great Plains: 1865–1890	An Industrial Revolution in Pittsburgh: 1865–1900
Historical Topics	Establishing constitutional government; growth of political democracy	Territorial expansion/westward movement	Consequences of the Civil War	Settlement of the frontier	Industrial development
Geographic Theme	Regions	Location	Place	Human/environment interaction	Place
Cognitive Skill	Interpreting geographic information	Organizing and presenting information	Asking questions	Developing and testing generalities	Making evaluations
History Content	Regional differences between northern and southern states complicated efforts to establish a workable constitutional government; compromises made to ameliorate differences; effects of compromises on the new nation; the roles of Madison and Washington	Acquisition of the port of New Orleans, West Florida, and the Louisiana Territory from France and Spain, contributing greatly to the economic well-being and national security of the United States; the roles of Presidents Jefferson and Madison	Focus on the Jones family of Savannah, Georgia, before, during, and after the Civil War, as an indicator of the far-reaching changes in the southern way of life that were brought about by the Civil War	Focus on the Lakota people before, during, and after the destruction of the buffalo, showing the far-reaching changes in the Amerindians' way of life	Industrial enterprises and urban growth; the steel industry; the USA as world leader in industrial production by 1900; Andrew Carnegie of Pittsburgh and his company controlling most U.S. steel production

Program	Americans Build the Panama Canal: 1901–1914	A Nation of Immigrants: 1900–1930	Moving North to Chicago: 1900–1945	New Deal for the Dust Bowl: 1931–1945	The Origin and Development of NATO: 1945–1990
Historical Topics	United States in world affairs	Immigration	Urbanization	Impact of science and technology on society	United States in world affairs
Geographic Theme	Location	Movement	Movement	Human/environment interactions	Regions
Cognitive Skill	Developing and testing generalizations	Interpreting geographic information	Acquiring information	Asking questions	Organizing and presenting information
History Content	U.S. intentions to construct a canal in Central America; acquisition of the Panama Canal Zone in 1903; challenge of unhealthy environment of Panama; construction of the canal under Colonel George Goethals, political leadership of Theodore Roosevelt; completion of the canal in 1914; its global significance since that time	Immigration as an ongoing theme of American history; changing federal immigration policies; origins and destinations of immigrants; focus on a family from Eastern Europe and its decision to move to America	Development of modern urban life in Chicago; urban growth, industrial and commercial growth, migration into the city; social change; focus on a black family moving to Chicago early in the 20th century	Great Depression in the Great Plains; depletion of soil resources; governmental intervention through New Deal policies to assist "Dust Bowl" farmers; application of modern science and technology to cope with economic and environmental problems; focus on farm families	Development and extent of United States' military and economic alliances; American world view developing out of World War II; U.S. commitments; NATO and the North Atlantic region; foreign policy decisions of President Truman; role of George Kennan; development of NATO to the 1989 improvement in U.S.-U.S.S.R. relations

Teacher's Guide

There will be a substantial teacher's guide to help teachers use the video programs effectively in their curricula and in concert with standard textbooks in American history. The teacher's guide will have an introduction that presents the overall objectives and rationale for the series as well as lesson objectives to be accomplished through each video program and its accompanying activities. It will contain a historically oriented essay describing the fundamental themes of geography. It will also contain black line masters for transparencies and handouts for students. A textbook correlation matrix will be developed for the series.

There will be a suggested lesson plan for each video program, which will include the following parts.

- **Introduction to main ideas**. This section treats main geographic and historical themes of the program. It defines key concepts and relates them to the program.
- **Connections to the curriculum**. This section advises teachers about various places where the program fits into the standard curriculum and textbooks. It offers suggestions about when to use the program in an American history course. A reproducible timeline will be created to provide a historical context for viewing the events highlighted in the program.
- **Program summary.** This synopsis of program content reveals the time frame and events in history that are emphasized in the program. It discusses how the geographic theme highlighted in the program is used to enhance understanding of events in American history. Finally, places of historic significance in the program will be identified, discussed, and portrayed in a reproducible map.
- **Teaching suggestions**. This section includes suggestions for introducing each program to students and for post-program activities. Each lesson plan will include activities intended to teach students specific cognitive skills.
- **Follow-up activities**. Suggestions for extending the lesson will include ideas for field trips, an annotated list of recommended reading for students and teachers, sources of additional information, and suggestions for further development of main ideas of the program.

Appendices

A. North vs. South in the Founding of the USA: 1776–1796 8

B. Jefferson Decides to Purchase Louisiana: 1800–1815 11

C. Civil War and Social Change in Georgia: 1860–1870 14

D. Clash of Cultures on the Great Plains: 1865–1890 17

E. An Industrial Revolution in Pittsburgh: 1865–1900 20

F. Americans Build the Panama Canal: 1901–1914 23

G. A Nation of Immigrants: 1900–1930 26

H. Moving North to Chicago: 1900–1945 29

I. New Deal for the Dust Bowl: 1931–1945 32

J. The Origin and Development of NATO: 1945–1990 35

Appendix A

North vs. South in the Founding of the USA: 1776–1796

Program Outline

Historical Period	Revolutionary War and the New Republic
Historical Topics	Establishing constitutional government; growth of political democracy
Geographic Theme	Regions
Cognitive Skill	Interpreting geographic information
History Content	Regional differences between northern and southern states complicated efforts to establish a workable constitutional government; compromises made to ameliorate differences; effects of compromises on the new nation; the roles of Madison and Washington

Program Outcomes

This program will prompt reflection, discourse, and inquiry by viewers on these key questions.

1. How did regional differences between the northern and southern United States complicate the creation and establishment of a constitutional government for the new nation?
2. How did northern and southern leaders attempt to resolve differences (in interests) through compromises at the 1787 Constitutional Convention?
3. How did characteristics shared by states in the northern and southern regions influence decisions at the 1787 Constitutional Convention about regulation of commerce, representation in government, and slavery?

Major Ideas in this Program

1. The primary geographic theme of this program is **regions**. During the founding era of the United States, differences in the human and natural environments of the northern and southern states were sources of tensions and conflicts. In particular the four states of New England (New Hampshire, Massachusetts, Rhode Island, Connecticut) constituted a region that contrasted sharply with a five-state southern region (Maryland, Virginia, North Carolina, South Carolina, Georgia). The institution of slavery in the southern states was the major cultural difference between the two regions. Slavery existed in some northern and mid-Atlantic states, too; but it was either dying out or, as in Delaware, it was insignificant. Furthermore, there were other important cultural differences that distinguished the two regions, which pertained to urban development, commerce and trade, and production of goods.
2. Secondary geographic themes of this program are **location, place, relationships within places** (humans and environments), and **movement** (humans interacting on the earth). The absolute and relative locations of the New England and southern states and the natural characteristics of these two places are important ideas in helping one to understand the formation and development of these two distinctive regions of the United States, and the tensions between them that threatened national unity. Interactions of humans with the environment in these two regions and the movements of people, goods, and ideas within and between the northern and

southern states must be examined to explain the development of two distinct regions and the political issues that separated them.

3. The major historical topics of this program are the **establishment of constitutional government** and **sectional conflict in the founding of a new nation**, the United States of America. Regional differences between northern and southern states posed formidable obstacles to the creation of a functional federal union at the 1787 Constitutional Convention. Compromises about regulation of trade, representation in government, and slavery were necessary to establish and maintain national unity among regional groupings of states with distinct and sometimes clashing interests.

Program Treatment

This program will present issues and events in three segments and in the following sequence.

Establish Historical Context and Topics—Begin at Independence Hall in Philadelphia; briefly interview visitors. Use the interviews as a springboard for review of events at Independence Hall and Philadelphia that created the USA.

- July 2-4, 1776. Meetings of the Continental Congress, which approved and issued the Declaration of Independence
- March 1, 1781. Meeting of Congress, which formally adopted the Articles of Confederation (approved by Congress in 1777 and ratified by the states in 1781)
- May 25–September 17, 1787. Meetings of the Federal Convention, which framed the U.S. Constitution.

Focus on the Federal Convention and note the problems in government under the Articles of Confederation that lead to this meeting in Philadelphia in the summer of 1787.

Show the Assembly Room at Independence Hall in 1787. Use details of paintings of the Federal Convention and of portraits of delegates to provide a sense of the deliberations going on there to determine the fate of the new nation. Show a map of the United States in 1787 by way of identifying the states represented by delegates at the convention. The northern and southern states tended to have different interests, which caused clashes between them. A basic problem was to find common ground for states with conflicting interests to stand together in a functional federal union.

Raise these questions: What differences between northern and southern states threatened the success of the 1787 Federal Convention? What compromises were made in 1787 to try to resolve these regional differences?

Relate Geographic Theme to Topics in American History—Introduce the geographic theme of regions and apply it to the Federal Convention. It was normal for the framers to think about the states in geographical terms. From the very first meeting of the Continental Congress in 1774, the roll call of colonies/states was geographical, from north to south—not alphabetical or chronological (in order of the states' founding dates). The Preamble to the Articles of Confederation ordered the states from north to south, starting with New Hampshire and ending with Georgia. This pattern was also used at the Federal Convention (e.g., roll calls and listing of names at the end of the completed document).

During the Federal Convention, James Madison stated differences between the northern and southern states that were commonly understood. He said that "the States were divided into different interests not by their differences of size, but by other circumstances; the most material of which resulted partly from climate, but principally from the effects of their having or not having slaves. These two causes concurred in forming the great division of interests in the United States. It did not lie between the large and small States: it lay between the Northern and Southern...." Compare the two regions, using maps, graphs, and pictures, to show differences in location, climate, length of growing season, land use, production of goods, trading relationships, size and density of populations, racial composition of populations, etc.

Highlight the institution of slavery in the southern region and its absence or relative insignificance outside the south. From Pennsylvania northward, all states (with the exception of New Jersey) had either abolished slavery by 1786 or had provided for its gradual abolition over a set term of years. (New Jersey passed an antislavery act in 1804.) Stress the South's dependence on "cash crops" and the region's corresponding need for trading relationships free of import or export duties. Link regional differences between northern and

southern states to differences in political interests expressed at the Federal Convention, which led to issues about representation in Congress, bases for taxation, regulation of commerce and the slave trade, and recovery of fugitive slaves.

Use the *Notes of Debates in the Federal Convention of 1787* by James Madison to present in personal terms the tone and intensity of the conflicts between northern and southern leaders at the Federal Convention of 1787. Some northern leaders wanted to ban the slave trade, ignore the slave population as bases for representation in Congress, and establish conditions for the abolition of slavery. They also wanted to grant Congress power to tax imports and exports in opposition to the economic interests of southern planters. If these goals had been achieved, at least three of the southern states (North Carolina, South Carolina, and Georgia) would have withdrawn from the Union; Virginia and Maryland might have followed them.

Compromises were made to resolve differences between southern and northern states.

- Importation of slaves could not be abolished before 1808 and an import tax on slaves could not exceed $10 per person (Article I, Section 9).
- Slaves would be counted for taxation and representation purposes, with five slaves considered equivalent to three free persons (Article I, Section 2).
- Fugitive slaves escaping to free states must be returned to their owners (Article IV, Section 2).
- Congress would have power to regulate commerce with foreign nations and among the states (Article I, Section 8), but there could be no taxes on exports (Article I, Section 9).

These compromises were the price of union among the states.

Prompt Post-program Activities—The Constitution of 1787—that "bundle of compromises"—was signed by 39 delegates representing 12 states on September 17. After intense campaigns and debates in state ratifying conventions, the new frame of government was approved (1788) and put into operation (1789). Regional tensions and issues persisted, however. They were revealed in the first sessions of Congress, 1789–1791, when Representatives and Senators tended to divide along north/south lines in debates and votes on legislation to raise revenues through taxes. Regional differences were intensified after 1793 with the invention and wide use of the cotton gin, a machine that made cotton production, and the slave labor associated with it, more profitable. Thus, instead of declining and disappearing, as many Americans had predicted, the "peculiar institution" of slavery became more established in the southern states, which resulted in greater regional differences and tensions between the free states of the North and the slave states of the South.

George Washington, among others, feared regional differences and conflicts. In his Farewell Address of 1796, President Washington warned against divisions between the different sections of the country, "Northern and Southern; Atlantic and Western" as a grave danger to the "community of interest of one Nation." Washington saw clearly the seeds of regional discord, even civil war, sown into the soil of federal union and pleaded with his fellow citizens to destroy them in favor of national unity.

Raise this concluding question: What regional differences between the North and South continued to threaten national unity and the federal union?

Appendix B

Jefferson Decides to Purchase Louisiana: 1800–1815

Program Outline

Historical Period	Revolutionary War and the New Republic
Historical Topics	Territorial expansion/westward movement
Geographic Theme	Location
Cognitive Skill	Organizing and presenting information
History Content	Acquisition of the port of New Orleans, West Florida, and the Louisiana Territory from France and Spain, contributing greatly to the economic well-being and national security of the United States; the roles of Presidents Jefferson and Madison

Program Outcomes

This program will prompt reflection, discourse, and inquiry by viewers on these key questions.

1. What were the circumstances and consequences of President Thomas Jefferson's decision to purchase Louisiana?
2. How did the location of New Orleans and the Louisiana Territory affect President Jefferson's decision to purchase Louisiana?
3. Why was geography important to the events stemming from President Jefferson's purchase of Louisiana, such as the settlement of the Ohio and Mississippi River valleys?

Major Ideas in this Program

1. The primary geographic theme of this program is **location**. The location of New Orleans, at the mouth of the Mississippi River, made this port city very important to the national security and economic well being of the United States. A hostile foreign power in control of New Orleans could block shipment of goods from the interior of the United States—down the Ohio and Mississippi rivers—to ports in the Caribbean and on the Atlantic coasts of North and South America, Europe, and Africa. Furthermore, a hostile military power in control of New Orleans could use this strategically located city as a base from which to launch naval operations against ships and seaports of the United States.
2. Secondary geographic themes of this program are **place, relationships within places** (humans and environments), and **movement** (humans interacting on the earth). The port and city of New Orleans were created by the French, who took this area from Amerindians and settled there in 1717. The Spanish controlled and influenced this area from 1763–1802, when the French again took control of it. The physical features of this place made it an ideal port, center of trade, and military base. The interaction of humans with this natural environment created the port, city, and military base of New Orleans. French, Spanish, British, and American people interacted at New Orleans through economic, diplomatic, and military affairs. The location of New Orleans made it a crossroads, meeting place, and conduit for people, goods, and ideas.
3. The major historical topics of this program are the **territorial expansion of the United States** and the **westward movement of the American people**. Movement of Americans westward, into the Ohio river valley, created economic and political pressures on the federal government to acquire New Orleans. Negotiations to purchase New Orleans led to acquisition of

the entire Louisiana Territory, which more than doubled the land area of the United States. Acquisition of New Orleans and Louisiana led to acquisition by force in 1813 of the Spanish territory of West Florida.

Program Treatment

This program will present issues and events in three segments and in the following sequence.

Establish Historical Context and Topics—Show the mouth of the Mississippi River from the air and spot New Orleans at a meander in the river that cradles the city. Show vessels docked and coming in and out of the port. Show how the river shapes the boundaries and appearance of the city (e.g., the "raised" buildings of the French Quarter and the levee that encircles the original settlement to protect it from floods). Indicate that the levee is a modern and expanded version of the protective walls built in 1717 by the French founders of the city.

Use a political map of North America in 1717, the time of the French settlement of New Orleans, to show the political boundaries of the French, Spanish, and English empires in North America. Then switch the time and the map of North America to 1763, when Spain acquired control of territory on both sides of the Mississippi River, including New Orleans. Briefly explain how Spain had achieved control of this territory from France, as a result of the French defeat by Britain in the Seven Years' War. Next switch the time and the political map of North America to 1800, the year of Thomas Jefferson's election as third president of the new nation, the United States of America. Show the political boundaries of the United States in relationship to territories claimed by the Spanish and British. Focus attention on the location of New Orleans, under Spanish control, in relationship to the territory of the United States, especially the Ohio river valley.

Indicate President Jefferson's great concern about a foreign power in control of New Orleans. He said: "There is on this globe a single spot, the possessor of which is the natural and habitual enemy of the United States. It is New Orleans..." Jefferson wanted the United States to possess the port of New Orleans.

Raise these questions: Why did President Jefferson want the United States to possess New Orleans? How did the goal of possessing and protecting New Orleans, pursued by leaders of the United States, influence events in North America from 1802–1815?

Relate Geographic Theme to Topics in American History—Using a map of North America in 1800, introduce the geographic theme of location and apply this theme to the location of New Orleans in relationship to the boundaries of the United States—in particular to the Ohio River region of the new American nation. Emphasize that Americans were moving westward into the Ohio River Valley. Show population growth from the 1780s to 1800 and areas of settlement. Report expectations about expansion of these western frontier settlements.

Explain why American leaders such as President Jefferson and his Secretary of State, James Madison, believed that the national security and economic well-being of the nation were threatened by foreign control of territory on both sides of the mouth of the Mississippi river. President Jefferson, for example, noted that "the produce of three eights of our territory must pass to market" through the port of New Orleans. Highlight the importance of the location of New Orleans to trading of goods between the western territories of the United States and the eastern seaboard of North America, the Caribbean islands, and Western Europe. In addition, emphasize the military and political importance of control of territory on both sides of the mouth of the Mississippi River.

Use a documentary treatment, with emphasis on maps to show places and locations, to trace a series of events from 1800 to 1815 that pertain to the acquisition, control, and defense of Louisiana and West Florida by the United States. In October 1800, France concluded a treaty with Spain providing for return of Louisiana, including New Orleans, to France. However, Spain retained possession of this area until 1803. After learning of the French-Spanish treaty, President Jefferson sent Robert Livingston to Paris to negotiate the purchase of New Orleans and surrounding territory on both sides of the Mississippi river. The urgency of Livingston's mission was highlighted when the Spanish in October 1802 suspended the right of Americans to deposit goods at the port of New Orleans. Shortly thereafter, Jefferson sent his friend, James Monroe, to Paris to assist Livingston.

On April 30, 1803, the French ruler, Napoleon, offered Livingston and Monroe the opportunity to

purchase the entire area of Louisiana for $15 million. This vast territory extended westward from the Mississippi River to the Rocky Mountains and southward from the Canadian border to the Gulf of Mexico and to the Spanish territories of Texas and New Mexico. Thus, Thomas Jefferson was faced with the decision to acquire New Orleans, his original objective, and a vast territory that would more than double the size of the United States. He decided to make this purchase, and the Senate ratified the treaty in October 1803.

In May 1804 Jefferson sent Lewis and Clark to explore the Louisiana Territory to find out exactly what the United States had purchased and to determine the extent of the territory. The explorers returned with their report in September 1806.

In 1810 American settlers on the east bank of the Mississippi River, at Baton Rouge, rebelled against the Spanish colonial administrators of this area. They prevailed and an area extending eastward to the Pearl River was added to the United States.

In 1812 the state of Louisiana, including the area annexed by the United States in 1810, was added to the federal union. The rest of the Louisiana Territory remained under the direct administration of the federal government. In 1813 General Wilkinson led American troops into the rest of West Florida (now the Gulf coast of Mississippi and Alabama) and took possession for the United States of territory that had been claimed by Spain.

In January 1815 the British tried to take New Orleans, the last battle of the War of 1812. But they were defeated by American troops under Andrew Jackson. From this time the port was securely under control of the United States, although French and Spanish cultural influences have remained prominent in this cosmopolitan city.

Prompt Post-program Activities—Show present-day scenes of the port and thriving city of New Orleans and its relative position to the Gulf Coast ports and cities of Biloxi and Mobile. Show scenes from various parts of the vast area of the old Louisiana Territory and show the numerous states that have been made from this area, with prosperous farms, thriving cities, and a large population. Emphasize the importance of New Orleans and the old Louisiana Territory in the past and present as an important gateway to the continent.

Then switch back to the time of Jefferson to record the pride of the President and his minister in their decision to purchase Louisiana. Livingston, for example, said: "We have lived long, but this is the noblest work of our lives."

This was no small boast. Robert Livingston had represented New York in the Second Continental Congress and had helped to negotiate the Treaty of Paris ending the War of Independence. Yet he ranked his participation in the Louisiana Purchase as his "noblest work."

Raise these concluding questions: Was the Louisiana Purchase as great an achievement as Livingston claimed? What is your judgment of the importance of the Louisiana Purchase?

Appendix C

Civil War and Social Change in Georgia: 1860–1870

Program Outline

Historical Period	Nationalism, Sectionalism, and Civil War
Historical Topics	Consequences of the Civil War
Geographic Theme	Place
Cognitive Skill	Asking questions
History Content	Focus on the Jones family of Savannah, Georgia, before, during, and after the Civil War, as an indicator of the far-reaching changes in the southern way of life that were brought about by the Civil War

Program Outcomes

This program will prompt reflection, discourse, and inquiry by viewers on these key questions.

1. What were similarities and differences in the natural and human characteristics in and around Savannah, Georgia, before and after the Civil War?
2. How did the Civil War (1861–1865) affect the natural and human characteristics in and around Savannah, Georgia?
3. To what extent were changes in the Savannah area, associated with the Civil War, indicative of social and environmental changes in Georgia and other parts of the southern region of the United States?

Major Ideas in this Program

1. The primary geographic theme of this program is **place**. The natural and human characteristics of the city and surrounding area of Savannah, Georgia, are examined before, during, and after the Civil War. This place in Georgia was affected by its connections to other places within and outside of the state. Comparisons of this place before and after the Civil War indicate the effects of this conflict on its culture, society, and natural environment.
2. Secondary geographic themes of this program are **location**, **region**, and **movement** (humans interacting on the earth). The location of Georgia within the southern region of the United States made it virtually inevitable that the state's leaders would decide in 1861 to follow other southern states in secession from the Union and membership in the Confederate States of America. The locations of Georgia and the port of Savannah made this state and city prime targets of Union military strategy from the beginning of the war. In 1864 Union troops finally moved into Georgia, took Atlanta, and then embarked under General Sherman on the infamous "march to the sea" ending with the capture of Savannah.
3. The major historical topics in this program are **sectionalism and states' rights within the federal union, growth of national government power, and growth of political democracy**. The Civil War resulted from unresolved differences about slavery and the rights and powers of states within the federal union, which were rooted in compromises of the founding period of United States history. The war brought an end to serious southern claims about state sovereignty, and the supremacy of the national government under the Constitution was generally accepted and effectively enforced. The Union victory led to an expansion of political democracy by ending slavery and bringing about constitutional amendments and legislation that, if unfulfilled in the 19th century, became foundations for development of civil rights and liberties in the

20th century. The plantation-based social system of the "old South" was broken, and a "new South" began to emerge, a process that has continued to this day.

Program Treatment

This program will present issues and events in three segments and in the following sequence.

Establish Historical Context and Topics—Begin with scenes today in the Savannah National Historic Landmark District, which is representative of the elegant urban culture of the "cotton South" before the Civil War. These magnificent mansions are evidence of the importance of Savannah, Georgia, in the thriving cotton-based economy of the old South. Also show pictures of "big houses" of antebellum Georgia plantations and provide information about the role of the planters and their estates in the pre–Civil War era.

Move from these images of the antebellum South to scenes of the modern South: the modern districts of Savannah and the surrounding suburban and countryside areas. Show modern houses and activities in places where plantations and slavery once thrived and where "cotton was king." Show the location on a current political map of Savannah and Georgia within the United States. Contrast the pre–Civil War characteristics of Savannah with present characteristics.

Move back in time to set the context for the pivotal event, the Civil War, that brought about major changes in Savannah and the rest of the South. Show the political crisis that emerged from the election of Abraham Lincoln to the presidency in November 1860. South Carolina responded by seceding from the federal union on December 20, 1860. By February 1, 1861, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas had also seceded.

On February 4, 1861, delegates from the seven southern states met at Montgomery, Alabama, to form a new nation, the Confederate States of America. They adopted a Constitution and elected a President, Jefferson Davis of Mississippi, and a Vice President, Alexander Stephens of Georgia. Quote from Stephens's acceptance speech his assertions about states' rights and slavery as foundations of the Confederacy.

In April, after the conflict at Fort Sumter, Virginia, North Carolina, Tennessee, and Arkansas also joined the Confederacy. Show the contending states of the Union and the Confederacy on a map. Briefly review the longstanding sectional conflict over states' rights and slavery that led to the breakup of the Union and the start of the Civil War.

Move from the macro- to the micro-level to focus on Savannah. Show the location of this city in Georgia and the location of Georgia within the Confederate States of America. Note that Savannah, an important center of commerce and culture in the old South, was a major city in the new Confederacy and a target of military strategies in the Civil War. Thus, Georgia's secession from the federal union, its entry into the Confederate States of America, and the start of the Civil War precipitated many changes in the city of Savannah. What happened in Savannah is used as an example of what happened in the South more generally.

Raise this question: How did the human and natural characteristics of Savannah change as the result of the Civil War?

Relate Geographic Theme to Topics in American History—Use the geographic theme of place to tell the story of Savannah before, during, and after the Civil War. Interweave the story of Savannah with that of the Jones family who owned property in Liberty County along the coast south of Savannah. Show these places on a map and portray the natural and built environments and culture of the Savannah area in 1860. The 56-year-old patriarch of the Jones family, Charles Colcock Jones, owned three plantations, with about 3,600 acres and 129 slaves. When the Civil War started, Jones observed that "we are two people distinctly and politically now—what we have been in fact for the last 10 or 15 years." His son, Charles Jr., was Mayor of Savannah who joined a Georgia regiment of the Confederate army. He wrote about his decision to enlist "as a matter of personal duty and of private example.... The service will be arduous, involving sacrifices great in their character; but I am of opinion that my duty requires it, and I will go."

The Jones family recorded through voluminous correspondence, the effects of the Civil War on them, their state, and their community in and around Savannah. These documents are preserved in a three-volume publication, *The Children of Pride*. Photographs of members of the Jones family are also available. The Jones family records, along with other pictures and documents, portray the changes brought about by Civil

War in the Savannah area, in Georgia, and in the South generally.

Emphasize the influence of the natural environment on Union military strategies, one of which involved a coastal blockade of the Georgia seacoast and the port of Savannah. Trade was curtailed and many hardships ensued. Union military strategies also involved a Mississippi River campaign and a thrust to Atlanta, Georgia, from which General Sherman launched his devastating march to Savannah in November 1864. Sherman's troops enforced Lincoln's Emancipation Proclamation wherever they went. Thus, the slave owners saw the blue-clad soldiers as destroyers of their cherished way of life.

One of the plantations in Sherman's path was the home of Charles Jones, Jr., who had gone off to war. His mother and sisters were managing the property when Union soldiers invaded it, freed the slaves, and confiscated food, clothing, and other goods. Sherman's army entered Savannah in December 1864, and then turned north into South Carolina.

The war had changed both the human and natural characteristics of Savannah and the South. Savannah's role as a place of economic dominance in the southeast region of the United States was changed. All the residents of Savannah—both black and white—faced hardships as the city began to take on a new character as the war ended in 1865.

Prompt Post-program Activities—In conclusion, do a quick comparison of the peoples and places of Georgia and the Savannah area before and after the Civil War to highlight the social and environmental changes that happened. Show scenes and use narration based on Jones family documents to document devastation and social changes caused by the Civil War. The slave-based social system was in disarray; millions of former slaves were now free; the plantation-based system of agriculture was destroyed; the cotton-based economy was stalled. Before the war, Savannah had been a center of shipping and brokerage in the southeast and a bastion of the "cotton elite" of Georgia. However, Savannah's wealth and vitality depended upon the strength of the cotton economy and plantation society of the old South, which the Civil War brought to an end. Although the cotton production and commerce resumed after the Civil War, Savannah was never the same in prominence or wealth as it had been before the war.

Move to the macro-level and review major social and political changes throughout the South. Note the 13th, 14th, and 15th Amendments, which granted freedom, citizenship, and voting rights to millions of former slaves. Emphasize the implications of these constitutional amendments for long-term social and political changes. Acknowledge that reforms in civil rights were blunted in the short run. During the 20th century, however, they were largely fulfilled.

Move back to the local level, to the Jones family in the Savannah area in 1870. Show the family struggling with changes in their way of life brought about by the Civil War. Mary Jones, mother of Charles Jr., summed up her family's reaction to the loss of property, including slaves, and the decline in status and power. "A fearful state of things," she said. "Where will it end?"

Raise these concluding questions: What were the consequences of the Civil War for Savannah and its people? What were the consequences for people and places throughout the South?

Appendix D
Clash of Cultures on the Great Plains: 1865–1890

Program Outline

Historical Period	Rise of Modern America
Historical Topics	Settlement of the frontier
Geographic Theme	Human/environment interaction
Cognitive Skill	Developing and testing generalities
History Content	Focus on the Lakota people before, during, and after the destruction of the buffalo, showing the far-reaching changes in the Amerindians' way of life

Program Outcomes

This program will prompt reflection, discourse, and inquiry by viewers on these key questions.

1. How did the Lakota (Sioux) interact with the natural environment of the Great Plains to create and sustain their culture?
2. How did movement of white settlers to the Great Plains affect the interactions of the Lakota with the natural environment and interfere with their way of life?
3. How did military conquest of the Lakota and other Amerindians of the Great Plains affect human-environment relations in this region?

Major Ideas in this Program

1. The primary geographic theme of this program is **relationships within places: humans and environments**. The natural environment in this program is the Great Plains in the interior of North America. From about 1750 until the 1880s, Amerindian peoples of the Great Plains refined their use of horses, weapons, and tools to develop a culture based on hunting buffaloes. The grasslands of the Great Plains sustained the horses and buffaloes, the horses enhanced mobility of hunters and warriors in their pursuit of buffalo herds and protection of hunting grounds, and the buffaloes provided the materials necessary to sustain the people. The culture of the Lakota (called Sioux by the French) exemplified the human-environment interactions on the Great Plains in the middle of the 19th century.

2. Secondary geographic themes of this program are **movement** (humans interacting on the earth) and **regions** (how they form and change). In the middle of the 19th century the Great Plains region was distinguished by certain natural and cultural characteristics—rather arid, flat grasslands in which several Amerindian peoples developed similar ways of life based on their use of horses and buffaloes. Movement of white settlers—miners, ranchers, and farmers—into the Great Plains disturbed and eventually destroyed the Amerindians' way of life.

3. The major historical topics of this program are **the westward movement** and **settlement of the frontier**. During the 1860s and 1870s many white Americans moved to and settled in the Great Plains, which led to conflicts with Amerindian peoples and great changes in human-environment relationships in this region. The outcome was subjugation of the Amerindians, expansion of the population of newcomers to the Great Plains, and massive transformation of the natural environment through development of cities, industries, ranches, and farms.

Program Treatment

This program will present issues and events in three segments and in the following sequence.

Establish Historical Context and Topics—Begin at the Pine Ridge Agency in South Dakota, where Lakota (Sioux) people live under the administration of the U.S. Department of the Interior. Use a map of North America to locate this reservation within the United States, the Great Plains region, and the state of South Dakota. Show people living on the reservation today—their interactions with one another, with federal agents, and with the natural environment.

In the recent past, about 125 years ago, the ancestors of these people lived very differently in this part of the country. Switch to scenes of Lakota people living in the Great Plains during the middle of the 19th century. Use a political map to show the boundaries of the United States in 1865 and the territorial and state boundaries within it, highlighting the Great Plains region and the areas inhabited by the Lakota. Indicate that in 1865, the Great Plains was viewed as the "last frontier"—the only large area in the West that was still populated mostly by Amerindian peoples and untouched, for the most part, by citizens of the United States. However, great changes were imminent. Indicate that the Lakota's experience is used to illustrate a larger set of interactions among Amerindians, whites, and the environment.

Raise these questions: How did the Lakota use the natural environment of the Great Plains to create and sustain their way of life? What threats to the Lakota way of life developed in the Great Plains during the 1860s and 1870s?

Relate Geographic Theme to Topics in American History—Highlight the geographic theme of relationships within places: humans and environments. Use maps, period photographs, and paintings to show the natural environment of the Great Plains in the 1860s and the interactions of various Amerindian peoples with this environment. Focus on the Lakota people as exemplars of the Amerindian culture of the Great Plains, based on horses used to hunt buffaloes. Show the buffalo hunt as a highly organized and skillfully managed operation designed to provide the necessities of life. Once killed and butchered, the buffalo provided essential raw materials: meat for food; skin for blankets and shelters, shirts, moccasins, mittens, leggings, dresses; sinew for thread and bowstrings; bones for farming tools; horns for cups, ladles, and spoons; the stomach for water bottles.

Following the Civil War, people from areas of the United States outside the Great Plains came into this land. They cut overland trails and railroads across the prairies, and waves of newcomers poured into the traditional hunting grounds of the Lakota and other Amerindians. Some came in search of precious metals. Others came as homesteaders or ranchers. Others came to hunt the buffalo, the precious resource of the Amerindian peoples. The United States government sent military units to build trails and forts and to protect the miners, hunters, and settlers.

The settlers and the Amerindians wanted to use the same land in different ways; their different cultures clashed inevitably and irresolvably. The life of the Lakota and other Amerindians on the Great Plains was dependent upon the horse, the buffalo, and the freedom to roam across great areas of land. This way of life was endangered by newcomers who had other uses for the Great Plains and its resources. So the Lakota and other Amerindian peoples fought "the invaders" to save their land and culture. Red Cloud, a great Lakota leader, explained why his people went to war: "If the Great Father kept white men out of my country, peace would last forever...the Great Spirit raised me in this land, and has raised you in another land... I mean to keep this land."

From 1865–1868, Red Cloud led the Lakota and their allies in battle to stop construction of a trail across their lands to goldfields in Montana; and they won. An 1868 treaty promised a halt to construction of the Bozeman Trail and abandonment of three military forts. But this victory was limited and peace temporary. Fighting erupted again as settlers continued their relentless push into the Great Plains. In 1874 the government sent miners and soldiers into the Black Hills, land reserved by treaty for the Lakota. After the miners found gold, a flood of newcomers poured into the land and the final battles between the Lakota and the U.S. Army were underway.

The Lakota battled bravely against heavy odds; their enemies had better weapons, more soldiers, and more resources of every kind. Furthermore, after 1871 the newcomers to the Great Plains used their high-powered guns to slaughter the buffalo herds, the very source of life for the Lakota and other Amerindians. The Amerindians won battles, some of them spectacularly, such as the victory over the 7th Cavalry under Custer at

the Little Big Horn River, June 25–26, 1876. But there was no way they could prevail against the overwhelming forces of their foes. With the slaughter of the buffalo herds and the steady flow of settlers into their lands, the Lakota and others surrendered and submitted to confinement on reservations—land set aside for them and administered by the federal government. Their free life on the Great Plains was over.

Prompt Post-program Activities—By the middle of the 1880s there were 187 reservations covering more than 181,000 square miles of territory and including about 243,000 Amerindians. But this land was a mere fraction of the territory in which they once had thrived. Show locations of these reservations on a map of the United States and describe the general qualities of the lands used for reservations. Illustrate the forced changes in the Lakota way of interacting with the natural environment.

The final blow to the hopes and dreams of the Lakota, and the others too, came in 1890, at the Pine Ridge Agency in South Dakota. About 350 Lakota people left the reservation in fear of reprisal for taking part in "Ghost Dance" rituals, which had been banned by the government. Soldiers were sent to round them up, which they did. The soldiers and Lakota people camped together at Wounded Knee Creek, at the edge of the reservation, and fighting erupted. It ended with the killing of most of these Lakota, including many women and children. This event became a symbol for the final defeat of the Amerindians and the closing of the "last frontier."

Show changes in human-environment relationships in the Great Plains region that quickly followed defeat and confinement of the Amerindian peoples. Golden wheat fields in highly-cultivated farms replaced large stretches of wild grasslands. Cattle grazed on fenced-in lands where thundering herds of wild buffalo had so recently roamed. New western cities occupied the former campsites of nomadic hunters and warriors. The population of Denver, overlooking the western edge of the Great Plains, was a typical example of this rapid urban development; its population had grown from 4,000 in 1870 to more than 100,000 in 1890.

Move forward to 1930 at the Pine Ridge Reservation, the home of an old man, Black Elk, who as a boy had survived the Wounded Knee Massacre. He reported his feelings about that sad event of his boyhood: "I did not know then how much was ended. When I look back now from this high hill of my old age, I can still see the butchered women and children lying heaped and scattered all along the crooked gulch, as plain as when I saw them with eyes still young. And I can see that something else died there in the bloody mud, and was buried in the blizzard. A people's dream died there. It was a beautiful dream...." In conclusion, prompt viewers to think, talk, and inquire about the clash of cultures on the Great Plains, which ended with disruption and destruction of a people's way of life, of their distinctive interactions with the natural environment.

Raise this concluding question: How was the way of life of Black Elk and his people transformed forever during the 1870s and 1880s?

Appendix E

An Industrial Revolution in Pittsburgh: 1865–1900

Program Outline

Historical Period	Rise of Modern America
Historical Topics	Industrial development
Geographic Theme	Place
Cognitive Skill	Making evaluations
History Content	Industrial enterprises and urban growth; the steel industry; the USA as world leader in industrial production by 1900; Andrew Carnegie of Pittsburgh and his company controlling most U.S. steel production

Program Outcomes

This program will prompt reflection, discourse, and inquiry by viewers on these key questions.

1. What were some of the factors that influenced development of iron and steel industries in Pittsburgh during the latter part of the 19th century?
2. How were the human and natural characteristics of Pittsburgh changed by the rapid and extensive development of iron and steel industries in this city from the 1870s until the turn of the century?
3. What were the positive and negative aspects of changes in Pittsburgh that resulted from industrialization during the latter part of the 19th century?

Major Ideas in this Program

1. The primary geographic theme of this program is **place**. Examine the human and natural characteristics of Pittsburgh before, during, and after the development of large iron and steel industries in this city during the latter part of the 19th century. The availability of natural resources—iron ore, coal, limestone, manganese—and developments in transportation made Pittsburgh a likely place for industrial development. Compare the human and natural characteristics of this place before and after the development of large-scale iron and steel industries there to show how industrialization affected the city's culture, society, and natural environment.
2. Secondary geographic themes of this program are **location, relationships within places** (humans and environments), and **movement** (humans interacting on the earth). A favorable location, in proximity to raw materials and markets, influenced industrial development in Pittsburgh. Development of iron and steel industries in Pittsburgh exemplified interactions of humans with the natural environment to produce and distribute economic goods. Movement of people, ideas, and goods into and from Pittsburgh were associated with the industrialization of this city.
3. The major historical topics in this program are **industrial development, the impact of science and technology on society**, and **urban development**. The industrialization of Pittsburgh was part of the industrial revolution that transformed the economy and society of the United States after the Civil War. The use of new technologies in production of steel vastly increased the productivity of labor and lowered the per unit cost of products. The outcome was expansion of industrial plants, of economic goods produced, of employment, of personal income, and of prosperity. A major social consequence was rapid and

often chaotic growth of cities and suburbs, with attendant opportunities and problems.

Program Treatment

This program will present issues and events in three segments and in the following sequence.

Establish Historical Context and Topics—Begin with scenes of Pittsburgh today; move quickly to a view of a current steel mill of the Pittsburgh area (perhaps the USX Edgar Thomson Plant on the Monongahela river). Perhaps also show vacated and shut-down steel mills in Pittsburgh. State that in the recent past Pittsburgh was among the world's leading centers of iron and steel production and this industry gave Pittsburgh its identity and shaped the natural and human environment of the place.

Move to the period following the Civil War when rapid and large-scale industrialization was transforming the United States. The greatest industrial growth occurred in the northeastern and north central parts of the country, in and around major cities, such as Boston, Providence, New York, Detroit, Chicago, Cleveland, Cincinnati, Philadelphia, and Pittsburgh. Use maps, period photographs, and graphs to illustrate the places, types, and extent of growth. Focus on Pittsburgh as a prototypical example of a city affected by industrial development after 1865. Describe Pittsburgh on the eve of its rapid industrialization.

Raise these questions: Why did industrial development occur in Pittsburgh during the latter part of the 19th century? How did it transform this place?

Relate Geographic Theme to Topics in American History—Apply the geographic theme of place to Pittsburgh before, during, and after rapid development of large-scale iron and steel industries there. Describe the natural and human characteristics of Pittsburgh in the 1860s. Note that an iron and steel industry was already established in the city (it had 25 rolling mills in 1857). Show the availability of necessary natural resources, communication and transportation networks, and markets, which help to explain why Pittsburgh was a likely place for iron and steel mills and why it had great potential for massive industrial development.

Introduce Andrew Carnegie and interweave his story with the story of industrial development in Pittsburgh. Carnegie worked his way up from the ranks and by 1867 headed the Union Iron Mills in Pittsburgh. By 1873, he had invested nearly all of his capital in the production of iron and steel. This move was prompted by new processes in the making of steel, which Carnegie employed to his advantage—first, the Bessemer process and later on the open hearth method.

From the 1870s to 1900, Carnegie became master of the steel industry in the United States, and Pittsburgh became the world's leading steel-making center. During this time, the United States overtook Britain (in 1890) as the world's leading producer of steel. And Andrew Carnegie, operating out of Pittsburgh, was the undisputed leader of the steel industry in the United States. By 1900 the Carnegie Steel Company controlled more than two-thirds of all steel production in the United States.

Between 1866 and 1876, the production of steel in the United States increased from 20,000 to 60,000 per year, and by 1900 it was over 10,000,000 tons. By 1889, the productivity of American steelworkers was unparalleled: the average American worker produced 555 tons of steel per year, and the best his nearest competitor, the British worker, could do was 420 tons. Carnegie and Pittsburgh were in the center of these dramatic and dynamic developments.

Carnegie's success was based on use of the best available technology—industrial machines, processes, and management. He always employed the best scientific and technological advisors and managers. His chemists, for example, discovered how to use by-products of steel making that were previously discarded, and how to smelt ores formerly considered worthless. His best manager, Captain Bill Jones (a Welsh immigrant) was a genius who invented new and better ways of organizing and administering industrial processes and materials. Carnegie wrote that one secret of his success was to "surround himself with men far cleverer than himself."

Carnegie, too, was a managerial genius who combined all the processes involved in making steel into a single vast vertical consolidation. His company was the only one that controlled all the elements needed to produce and market steel products: not only the steel mills in Pittsburgh, but also the sources of raw materials (e.g., iron ore, coal, limestone, manganese), fleets of ore ships on the Great Lakes and railroad networks to bring the raw materials to Pittsburgh and ship products

Appendix J
The Origin and Development of NATO: 1945–1990

Program Outline

Historical Period	Post–World War II
Historical Topics	United States in world affairs
Geographic Theme	Regions
Cognitive Skill	Organizing and presenting information
History Content	Development and extent of United States' military and economic alliances; United States' world view developing out of World War II; U.S. commitments; NATO and the North Atlantic region; foreign policy decisions of President Truman; role of George Kennan; development of NATO to the 1989 improvement in U.S.-U.S.S.R. relations

Program Outcomes

This program will prompt reflection, discourse, and inquiry by viewers on these key questions.

1. Why did leaders of the United States, Canada, and several nation-states in Europe form a regional military alliance, the North Atlantic Treaty Organization (NATO), after World War II?
2. What were the unifying characteristics and common interests of the nation-states in the North Atlantic area that formed NATO?
3. How did NATO affect international relations in Europe and other parts of the world?

Major Ideas in this Program

1. The primary geographic theme of this program is **regions**. Nation-states in North America and Western Europe form a region with common interests based on a common heritage in Western civilization. The majority of people in Canada and the United States can trace their ancestry to nations of Western Europe, and the institutions of these North American nation-states reflect this Western European heritage. The North Atlantic Ocean, which links North America and Western Europe, symbolizes the collection of nations with common interests that constitute the North Atlantic region.
2. The secondary geographic themes of this program are **location, place,** and **movement** (humans interacting on the earth). The absolute and relative locations of North American and Western European nation-states, and the natural and cultural characteristics of these places, are important ideas in helping one to understand the community of interests that have influenced cooperative arrangements among them, such as NATO. Movement of people, ideas, and goods among the North Atlantic nations have connected them culturally, economically, and militarily.
3. The major historical topics of this program are the **expanding role of the United States in world affairs** and the **global connections of the American people.** Following World War II, the United States assumed leadership among the nations of the West, an international community on both sides of the North Atlantic Ocean. A common concern of this international community was defense against perceived threats from communist nations of the East, led by the Soviet Union. The North Atlantic Treaty Organization emerged from this common concern of nation-states in the North Atlantic region.

to markets, and factories for producing finished products, such as wire, from refined steel.

Carnegie took advantage of the relative location of Pittsburgh. He described his achievements as follows: "Two pounds of ironstone mined upon Lake Superior and transported nine hundred miles to Pittsburgh; one pound and one-half of coal, mined and manufactured into coke, and transported to Pittsburgh; one half-pound of lime, mined and transported to Pittsburgh; a small amount of manganese mined in Virginia and brought to Pittsburgh—and these four pounds of materials manufactured into one pound of steel, for which the consumer pays one cent."

No one could compete successfully with the efficient and effective operations of Andrew Carnegie and the locational advantages offered by Pittsburgh.

Urban development was a consequence of the industrial revolution, as exemplified by Pittsburgh. People poured into the city from rural areas in the United States and various countries in Europe to work in the expanding factories. Pittsburgh grew from less than 50,000 people in 1860 to more than 320,000 in 1900.

The population and resources of Pittsburgh also expanded. In 1872, for example, the city government annexed 11 adjacent boroughs on the Monongahela river, an area with more than 38,000 people, which had undergone extensive industrial development. A member of the city council expressed satisfaction: "The wealth of the boroughs...it would be impossible to calculate...it is a solid mass of manufactures [with iron] rolling mills by the dozen.... We welcome you to all we own—to our fire department, which we think is excelled by none in the country; we welcome you to our Board of Health, to our municipal building, and to our new water works, which I trust will have a capacity to supply you all...."

Prompt Post-program Activities—Prosperity and opportunities for social advancement abounded in cities like Pittsburgh, but so did serious social problems: poverty, slums, crime, environmental pollution, etc. Show scenes of both the positive and negative aspects of urban development during the industrial revolution in Pittsburgh and elsewhere in the United States. Note that Carnegie's steel mills provided jobs and opportunities for economic advancement. But workers protested unsatisfactory wages and working conditions. Document the rise of a steelworkers' union, Carnegie's opposition to the union movement, the bloody Homestead Strike of 1892 (put down by Carnegie's man, Henry Frick), and Carnegie's suppression of the steelworkers' union.

Conclude with a brief comparison of Pittsburgh before 1865 and after 1900. Associate changes in this place with development of the large-scale iron and steel industries and with the career of industrial leaders like Andrew Carnegie. The narrow river flood plains were now lined with factories of many kinds. The forest-covered highlands on both sides of the rivers had homes and commercial buildings—and railroads and highways linked them together across numerous bridges.

Both Carnegie and Pittsburgh affected and were affected by the industrial revolution. Show "before" and "after" pictures of the place, Pittsburgh, and in the life of the person, Carnegie. Upon his retirement in 1901, Carnegie said: "Pittsburgh entered the core of my heart when I was a boy and cannot be torn out. I can never be one hair's breadth less loyal to her, or less anxious to help her in any way, than I have been since I could help anything...how best to serve Pittsburgh is the question which recurs to me almost every day of my life."

Prompt students to assess changes in Pittsburgh associated with industrialization and its leaders.

Raise these concluding questions: What were the good and bad changes in Pittsburgh associated with the industrial revolution and its leaders, such as Andrew Carnegie? On balance, did the good outweigh the bad?

Appendix F

Americans Build the Panama Canal: 1901–1914

Program Outline

Historical Period	Rise of Modern America
Historical Topics	United States in world affairs
Geographic Theme	Location
Cognitive Skill	Developing and testing generalizations
History Content	U.S. intentions to construct a canal in Central America; acquisition of the Panama Canal Zone in 1903; challenge of unhealthy environment of Panama; construction of the canal under Colonel George Goethals, political leadership of Theodore Roosevelt; completion of the canal in 1914; its global significance since that time

Program Outcomes

This program will prompt reflection, discourse, and inquiry by viewers on these key questions.

1. What were the circumstances and consequences of President Theodore Roosevelt's decision to acquire the Canal Zone and build the Panama Canal?
2. How did the relative location of the Isthmus of Panama affect President Roosevelt's decision to acquire the Canal Zone and build the Panama Canal?
3. How did the physical characteristics of the Canal Zone affect decisions by George Goethals and William Gorgas in the construction of the Panama Canal?

Major Ideas in this Program

1. The primary geographic theme of this program is **location**. The Isthmus of Panama was a highly desirable location for a canal that would link the Pacific Ocean with the Caribbean Sea and the large body of water beyond it, the Atlantic Ocean. A canal across the Isthmus of Panama would greatly shorten the distance and time for a ship to travel from the east coast to the west coast of North America or from western Europe to the Pacific rim of Asia. Thus, the relative location of such a canal would provide great economic and military benefits to those who created and controlled it.
2. Secondary geographic themes of this program are **place**, **relationships within places** (humans and environments), and **movement** (humans interacting on the earth). The natural characteristics of the canal zone made it a likely place for a canal. But there were formidable natural obstacles to creation of a canal at this location, including rough terrain and tropical diseases. The relationships of different groups—the indigenous Hispanic people, workers brought in from the United States and the Caribbean islands, and the political and project leaders from the United States—shaped the culture of the Canal Zone. The construction of the canal and the facilities supporting it constituted a significant alteration of this natural environment. The movement of people and goods through the completed canal greatly influenced development of economic and cultural linkages between the United States and other parts of the world.
3. The major historical topics of this program are the **expanding role of the United States in world affairs** and the **increasing global connections of the American people**. The acquisition of the canal zone and creation of the

Panama Canal were significant examples in a series of events that advanced the United States to the status of a great power in world affairs during the 20th century. As a great world power, the United States has become increasingly involved in the affairs and destinies of peoples and places around the globe.

Program Treatment

This program will present issues and events in three segments and in the following sequence.

Establish Historical Context and Topics—Show the Panama canal from the air and highlight the movement of a ship through a part of the canal. Then show the location of the canal on a map of the Western Hemisphere and highlight the Isthmus of Panama in Central America. End this sequence by showing on a world map how a canal across the Isthmus of Panama makes sea voyages between Europe and Asia and between the east and west coasts of North America more direct and shorter.

Use a political map of boundaries in 1878 to show that Panama was part of the Republic of Colombia when the Colombian government made a deal with a French company to build a canal across the Isthmus to connect the Caribbean Sea with the Pacific Ocean. The French project was led by Ferdinand de Lesseps, the builder of the Suez Canal. Despite their technological expertise and experience, the French failed because of the high death toll from tropical diseases and engineering problems cause by the difficult terrain.

The location of the canal in the tropics introduced new hazards. The challenges of building a canal in Panama were daunting. Nonetheless, Theodore Roosevelt, who became President of the United States in 1901, made this project his priority. In his first message to Congress, President Roosevelt said: "No single great material work which remains to be done on this continent is of such consequence to the American people."

Raise these questions: Why did President Roosevelt believe that Panama was the best location for a canal? How did Roosevelt's commitment to a canal in Panama affect events in American history from 1901 to 1914?

Relate Geographic Theme to Topics in American History—Introduce the geographic theme of location and apply it to Central America and the Isthmus of Panama. Relate the relative location of a canal in Panama to national security and commercial enterprises of the U.S. Use the episode of the battleship U.S.S. *Oregon* in 1898 during the Spanish-American War. The *Oregon*, based in San Francisco, was ordered to the Caribbean and had to travel around the tip of South America to get there. It took 67 days to travel a distance of 12,000 miles. Had there been a canal across Central America this trip would have been only 4,000 miles long. Mark Sullivan wrote: "By that experience, America's vague ambition for an Isthmian canal became an imperative decision."

Theodore Roosevelt was determined to carry out this "imperative decision" after becoming President in 1901. His interest in a canal project was aroused as early as 1890, with publication of *The Influence of Sea Power Upon History* by Alfred Thayar Mahan. A main idea in Mahan's seminal book was that the United States should build and control a canal in Central America. Roosevelt and other American leaders were convinced by Mahan that the United States should become a great naval power, and a key to that power was construction and control of a canal across Central America.

Provide a documentary treatment of events that lead to control of the Panama Canal Zone by the United States. Trace the dealing of President Roosevelt with the Colombian government to obtain rights to build a canal across the Isthmus of Panama, the breakdown of these negotiations, the involvement of the United States in the Panamanian rebellion against Colombia, and the Hay/Bunau-Varilla Treaty of 1903, which gave the United States rights to build and control the canal in Panama.

Provide a documentary treatment of events from 1904–1914, which resulted in completion of the Panama Canal. Describe the great engineering feats of the Army Corps of Engineers under George Goethals in building the canal. Stress the formidable physical obstacles that had to be overcome. Construction of the Panama Canal was one of the great engineering achievements of modern times.

In addition, describe the medical achievements of Dr. William Gorgas in protecting workers in the Canal Zone against yellow fever, malaria, and other tropical diseases. Finally, emphasize the political leadership and support of President Roosevelt, who defended construction of the canal against critics at home and abroad.

Document President Roosevelt's trip to the Canal Zone in November 1906 to inspect the project and encourage the workers. No President had ever before left the country during his time in office. Roosevelt's visit was a great media event, and it captured the nation's attention and rallied support for the project. The *New York Times* announced in a front-page headline: "The President Climbs a SteamShovel" and reported his every move in the Canal Zone.

Upon his return, the President reported to Congress and the nation: "It is a stupendous work upon which our fellow countrymen are engaged in down there on the Isthmus. No man can see these young, vigorous men energetically doing their duty without a thrill of pride...."

Prompt Post-program Activities—Show pictures of the first ships to cross the new canal in August 1914, at the time when World War I was starting in Europe. Indicate that the beginning of World War I drew world attention away from the opening of the canal. After the conclusion of World War I, the new Panama Canal received proper notice. Show film of the passage through the Panama Canal of the Pacific Fleet of the United States in 1919, which was a great publicity event of its day.

In 1921, the United States mollified negative public opinion at home and abroad (an outgrowth of the county's role in separating Panama from Colombia) by paying Colombia $25 million for its loss of Panama. In return, Colombia recognized the independence of Panama.

Present data on the great use of the Panama Canal in the 20th century and the commercial benefits it has brought to the United States and other nations of the world. Show scenes of ships passing through the Panama Canal today and emphasize the continuing importance of the canal to interests of the United States and to other people and places around the world. Describe the current relationship of the United States to the Panama Canal, which is based on the Panama Canal Treaty of 1978.

Conclude by going back in time to 1919, near the end of Roosevelt's life. He reflected upon his achievements, which were considerable, and concluded that gaining rights for the United States in the Canal zone was his "most important action in foreign affairs."

Here was a man who had won a Nobel Peace prize in 1905 for mediating an end to the Russo-Japanese War. Saying "Speak softly and carry a big stick," he had built and asserted his nation's military power in the Caribbean region and elsewhere. Nonetheless, Roosevelt was most proud of his initiation of the Panama Canal. However, his actions also alienated Colombians and other peoples of Latin America against the United States and its aggressive use of power in world affairs.

Raise these concluding questions: Was Theodore Roosevelt's decision to locate and build a canal in Panama a great achievement, as he claimed? Why might he think so? What do you think about his claim?

Appendix G
A Nation of Immigrants: 1900–1930

Program Outline

Historical Period	Rise of Modern America
Historical Topics	Immigration
Geographic Theme	Movement
Cognitive Skill	Interpreting geographic information
History Content	Immigration as an ongoing theme of American history; changing federal immigration policies; origins and destinations of immigrants; focus on a family from Eastern Europe and its decision to move to America

Program Outcomes

This program will prompt reflection, discourse, and inquiry by viewers on these key questions.

1. What were the places of origin and settlement of immigrants to the United States from 1900–1930?
2. What were the incentives for and barriers against immigration to the United States from 1900–1930?
3. What contributions did these immigrants of 1900–1930 make to ways of life in the United States?

Major Ideas in this Program

1. The primary geographic theme of this program is **movement: humans interacting on the earth.** The United States has always been a nation of immigrants, a land to which people have moved from various parts of the world. This movement of peoples accelerated and peaked during the period from 1900–1914; then World War I slowed this human migration and the passage of restrictive legislation in the 1920s greatly limited immigration, especially from certain areas of the world. Movement of ideas was associated with the migration of people to the United States, and these ideas, from many cultures of the world, have influenced ways of living in the United States. The consequence is a distinctive American mixture of peoples and ideas from all over the world. Immigration continues to this day.
2. Secondary geographic themes of this program are **location** and **place.** Immigrants to the United States moved to various parts of the country during the period from 1900–1930; however, they often congregated in large urban areas with ample opportunities for employment. They brought customs, traditions, and ways of thinking that influenced the cultures of the places they settled. Often they recreated versions of their "old country" cultures in urban neighborhoods.
3. The major historical topics in this program are **immigration in the peopling of the United States** and **urban development.** Immigration of peoples to the United States from 1900–1930 greatly increased the national population. This massive influx of people also greatly increased the numbers of eastern and southern Europeans in the American population. This was a significant change from past patterns of immigration, which were associated with countries of northern and western Europe. The early 20th century immigrants mostly settled in big cities where they could obtain jobs in the rapidly expanding industries.

Program Treatment

This program will present issues and events in three segments and in the following sequence.

Establish Historical Context and Topics—Begin with scenes of Ellis Island today, the place through which most immigrants of the 1900–1930 period passed on their way to settlement in the United States. Ellis Island is a 27-1/2-acre area in upper New York Bay, about one mile southwest of the tip of Manhattan. From 1892, when it opened until its closing in 1954, Ellis Island was the major receiving station for immigrants in the United States. About 12 million people of all nationalities (but mostly southern and eastern Europeans) were "processed" for entry to the United States on this small island. Show the great Registry Room and other parts of the processing center.

Move back in time to the early years of the 20th century to show immigrants coming to Ellis Island. Emphasize that this wave of immigration was a continuation of a fundamental theme of American history. No country has had the appeal for immigrants that the United States has had, and no country has received as many immigrants during the past two hundred years.

Move again to the present and show the use of the Ellis Island facilities today as a museum on the immigrant experience. Interview people visiting this place today and ask them about their impressions of it, their ethnic origins, and their connections to the immigrant experience. Ask them when and why their ancestors moved to the United States. Ask their opinions about laws that restrict immigration.

Raise these questions: Why did great numbers of people from various parts of the world move to the United States from 1900–1930? Why did the rate of immigration slow down and then greatly decline during and after this period?

Relate Geographic Theme to Topics in American History—Apply the geographic theme of movement to the experiences of immigrants to the United States from 1900–1930. Describe reasons why immigrants wanted to come to the United States (e.g., jobs, political and religious freedom, perceived opportunities for social advancement, and so forth).

Use maps of Europe to show where most immigrants came from; identify areas in eastern and southern Europe which after 1896 were the main places of origin of the immigrants. Before this time areas in northern and western Europe had been the primary sources of immigration to the United States. The extent of this change can be shown by comparing the immigration of 1882 with that of 1907. In 1882, 87% of the European immigrants were from countries of northern and western Europe; by contrast 13% came from countries of southern and eastern Europe. In 1907, however, the situation was reversed: 81% came from southern and eastern Europe and 19% were from northern and western Europe.

Tell the story of an immigrant family from eastern Europe entering the United States through Ellis Island. There are many possibilities that can be derived from the large autobiographical literature of the immigrants. Emphasize reasons for coming to America, the experience of entering the country, and perceptions of the new land and its culture. Weave the story of this family into the larger fabric of the immigrant experience during the first third of the 20th century.

Show scenes of immigrant neighborhoods in big cities, such as New York, Boston, Chicago, Detroit, Cleveland, San Francisco, Galveston, etc. Show on a map of the United States major destinations of immigrants at the turn of the century. Depict immigrants in schools, at work, and in community activities. Tell how various individuals and groups contributed to the development of society and culture in the United States during the first part of the 20th century.

The period from 1900–1914 was the high tide of immigration: more than one million immigrants entered the United States during each of six years of this period: 1905, 1906, 1907, 1910, 1913, and 1914. The record for the greatest number of legal immigrants to enter the country in one year was set in 1907: 1,285,349. This record still stands.

World War I was an obstacle to immigration from Europe, and the numbers of immigrants to the United States declined dramatically after 1914. A great resurgence of immigration was underway during the early years of the 1920s, but it was halted by restrictive legislation. Many Americans were alarmed about the massive waves of people that had entered the country and put pressures on the federal government to pass laws to establish quotas for immigration.

In 1906, immigration from Japan had been restricted through a so-called "Gentlemen's Agreement" between President Theodore Roosevelt

and the Japanese government. Earlier, the federal government had enacted legislation to exclude immigrants from China. However, the first law to generally restrict immigration was passed in 1921; it limited immigration in any year to 3% of the number of each nationality in the United States according to the census of 1910, and a maximum quota of 357,000 was set.

A second quota law, the Johnson-Reed Act, was passed in 1924. This law went into full effect in 1929 and established an annual limit of 150,000 immigrants. Under this law, immigrants from Europe were favored over those from other parts of the world; and immigrants from northern and western Europe were favored over those from eastern and southern Europe. The 1924 law was a turning point in the history of immigration to the United States. From this point, a policy of restriction would prevail. From 1930 onward, the numbers of immigrants entering the country in any year declined greatly in comparison to the past.

Prompt Post-program Activities—Conclude the program by pointing out that federal laws restricting immigration are still in force. But they no longer favor northern and western Europeans as did the legislation of the 1920s. The United States is still the destination of people from around the world who want to seek a new beginning in this country. Thus the United States continues to renew its immigrant heritage, but not on the same scale as in the past. Show statistics on the "new immigration." The "new immigration" of today stems primarily from non-European parts of the world. Show pictures of 1980s immigrants and their settlement in various parts of the United States. Emphasize "new immigrants" in the southwest and far west regions of the U.S.

Return to Ellis Island and the Statue of Liberty on nearby Liberty Island. Return to scenes of Americans visiting the museums on immigration at these places. At Liberty Island, in the base of the Statue of Liberty, is an archive with pictures of immigrants donated by their descendents of today. Show a person descended from eastern European immigrants (Romania, for example) of the period from 1900–1929 examining the pictures of his or her ancestors in this archive. Ask this person to comment on the immigrant experience in America and on the quota laws of yesterday and today.

Raise these concluding questions: How has immigration contributed to the development of society and culture in the United States? Should this movement of people into the United States be restricted or stopped?

Appendix H

Moving North to Chicago: 1900–1945

Program Outline

Historical Period	Rise of Modern America
Historical Topics	Urbanization
Geographic Theme	Movement
Cognitive Skill	Acquiring information
History Content	Development of modern urban life in Chicago; urban growth, industrial and commercial growth, migration into the city; social change; focus on a black family moving to Chicago early in the 20th century

Program Outcomes

This program will prompt reflection, discourse, and inquiry by viewers on these key questions.

1. How was migration of black Americans from the South to Chicago affected by these events: industrial development at the beginning of the 20th century, World War I, the post-war economic boom, the Great Depression, and World War II?

2. How did the movement of southern blacks to Chicago change the human characteristics of this city from 1900–1945?

3. How did differences in the northern and southern regions of the United States influence southern blacks to migrate to Chicago?

Major Ideas in this Program

1. The primary geographic theme of this program is **movement** (humans interacting on the earth). The period from 1900 to 1945 was one of major movement for a large segment of the black population of the United States—those people living in the South who sought better opportunities in northern cities. While the rural economy of the South was winding down or stagnating, economic development, stemming from the post–Civil War industrial revolution, was transforming northern cities into areas of relative prosperity and opportunity. Chicago was one of those urban centers. Jobs and prosperity attracted people to Chicago, which grew tremendously during the first half of the 20th century. A large proportion of these newcomers were black Americans from southern states, such as Mississippi, Alabama, and Georgia.

2. Secondary geographic themes of this program are **location, place, relationships within places** (humans and environments), and **regions**. Chicago's location on the southern shores of Lake Michigan gave it a distinct advantage as a center of industry and trade for the vast interior heartland of the United States. Among the advantages of the physical characteristics of Chicago were the lake shore as the eastern edge of the urban area, and the lack of any barriers to the west as a result of topographical relief. Chicago was located on the relatively smooth remnants of the last glacial age; Lake Michigan and the Chicago River were the only physical barriers to the growth of the city, and the river was easily bridged.

   One significant development in the environment of Chicago was the filling up of the new southside residential area of the city with black people, which began in the early 1900s. This started a geographic pattern of residence within the urban environment that spread to the west side by the 1920s.

3. The major historical topics of this program are **urban growth** and **industrial development**. Many American cities expanded rapidly in the late 1800s as a result of the post–Civil War industrial revolution. This great industrial development continued into the 20th century and contributed significantly to the growth of Chicago. Industrial growth attracted immigration from other parts of the world and migration from rural areas of the United States; by 1900 nearly 40% of the 70 million people in the United States lived in cities. Throughout this period, migration of black Americans from the South to Chicago never ceased, and at times it was massive.

Program Treatment

This program will present issues and events in three segments and in the following sequence.

Establish Historical Context and Topics—Begin with an overview of present-day Chicago. Show the various neighborhoods of the city with their ethnic and racial distinctiveness. Locate Chicago on a map of the United States. Move back in time, to the early years of the 20th century; show current residential patterns that are continuous with past patterns. Show black neighborhoods that started to form and take shape in the early 1900s, which are still places of residence for blacks; show also that black residential areas have expanded greatly from these early centers of residence. Note that the first property-owner and settler on land within the present city limits of Chicago was a black man, Jean Baptiste Point DuSable, who lived on the north bank of the Chicago river in 1779.

Show short clips of conditions of life for blacks in the South at the turn of the century. Identify major areas of black population in the South in 1900. Compare these scenes with urban life for blacks in Chicago at the same time. The South was a region of poor wages, unemployment (especially for black people), disenfranchisement for blacks, and a rigid caste system that kept blacks at the bottom. By contrast, Chicago was almost the opposite in terms of opportunity, and it exerted a tremendous pull on southern blacks.

Tell the story of Louis Travis, a southern black person who exemplified the movement to Chicago in the early years of the 20th century. Travis's story is related in *An Autobiography of Black Chicago* by Dempsey Travis, his son. Dempsey Travis writes of his father: "He was eighteen years old, a tall, broad-shouldered young man with a habitual half smile. The brightness of his eyes and the slightly defiant tilt to his black derby hat were the only signs he gave that he was embarking on the biggest adventure of his life. Louis Travis was traveling from Georgia via Memphis, Tennessee, to Chicago. He would not be going back." Make the point that the Travis journey was just one of millions that took place from rural areas to the nation's cities.

Raise this question: Why did Louis Travis and many other black Americans move from the South to northern cities?

Relate Geographic Theme to Topics in American History—Introduce the geographic theme of movement and apply it to the growth of Chicago. Turn again to Dempsey Travis's story of his father: "It was June 1, 1900, and Louis was only vaguely aware that he was participating in the beginning of the greatest mass migration in American history, as blacks fled the South to seek jobs and self-respect in the cities of the North. Some 1.5 million blacks have made the same journey to Chicago in the 80 years since Louis Travis's journey."

A central location made Chicago a likely destination of people moving North to seek a better way of life. Chicago was an important transportation hub. Railroads connected the city with other parts of the country and lake freighters provided means to move bulky raw materials from their sources to factories in the city. Merchandising and steel making became important industries that were dependent upon two things: raw materials and labor. The raw materials came from the Great Lakes Basin either by train or lake freighter. The labor came first from immigration, mostly from Europe. However, blacks moving north to Chicago gradually became a very important source of labor, especially after 1921, when federal laws severely restricted immigration. More than 120,000 southern blacks moved to Chicago in the 1920s, while about 50,000 immigrants came to the city during the same period.

Good news about Chicago spread rapidly and widely across the South. The industries started during World War I promised jobs for the future, and the message was carried by mail or word of mouth on the Illinois Central Railroad, and in the newspapers. Labor recruiters and classified advertisements spread the word about Chicago. The *Chicago Defender*, a newspaper owned and

operated by blacks, was read by many black people in the South, and it encouraged migration.

However, the human characteristics of Chicago were changing. Black newcomers often had trouble finding suitable housing due to social pressures to restrict their residential areas to certain parts of the city. Therefore, the established black neighborhoods on Chicago's south and west sides were bursting at the seams. But the neighborhoods could not be contained, and the black community began to press on older, socially prominent white neighborhoods. Houses sold by whites moving to the suburbs or other neighborhoods in the city were subdivided to take advantage of the demand for living accommodations by the rapidly increasing black population. Landlords divided expensive properties into small living quarters to maximize rent. Once lavish row houses were converted into tenements. Substandard living conditions and serious social problems resulted, including tense relationships between blacks and whites. Racial conflict erupted, culminating in a terrible five-day riot in the summer of 1919, which stopped only after the Governor sent in troops.

Racial tensions, poor housing, and severe social and economic problems afflicted many black people in Chicago. blacks faced racial discrimination in housing and employment; they often were the last hired and the first fired from businesses and industries. Yet, migration of southern blacks to Chicago continued through the Great Depression of the 1930s, and it accelerated during World War II because of increasing job opportunities in war-related industries.

Southern blacks seeking a better way of life were buoyed by examples of black persons who overcame obstacles and achieved great success in professional and business occupations. From the 1920s to 1945, a black professional and business class developed. Many black wage earners also had stable, well-paying jobs.

Prompt Post-program Activities—Assess the social and economic status of blacks in Chicago at the end of World War II. Identify positive and negative aspects of life for the black people of Chicago. Emphasize ways that the city affected black people and how they affected Chicago. In particular, highlight contributions of blacks to Chicago's society and culture.

Turn again to the story of the Travis family. Focus now on the son of Louis and Mittie Travis, Dempsey Travis, and tell about his aspirations and opportunities. In 1945 he was embarking on educational and occupational experiences that would catapult him to great success and prosperity in the Chicago business community.

Conclude with a brief interview of Mr. Travis about the challenges and opportunities for blacks in Chicago during the first half of the 20th century and about the contributions of blacks to the society and culture of Chicago.

Raise these concluding questions: How did Chicago influence southern blacks who migrated to the city during the first half of the 20th century? What was the impact of these black people on the urban development and culture of Chicago?

Appendix I

New Deal for the Dust Bowl: 1931–1945

Program Outline

Historical Period	Great Depression, New Deal, and World War II
Historical Topics	Impact of science and technology on society
Geographic Theme	Human/environment interactions
Cognitive Skill	Asking questions
History Content	Great Depression in the Great Plains; depletion of soil resources; governmental intervention through New Deal policies to assist "Dust Bowl" farmers; application of modern science and technology to cope with economic and environmental problems; focus on farm families

Program Outcomes

This program will prompt reflection, discourse, and inquiry by viewers on these key questions.

1. What environmental conditions and human actions created the Dust Bowl in the Great Plains region?
2. How did the Dust Bowl affect people of the Great Plains?
3. How did people interact with the environment to overcome problems of the Dust Bowl and to prevent these problems in the future?

Major Ideas in this Program

1. The primary geographic theme of this program is **relationships within places: humans and environments.** These relationships pertain to the modification and adaptation of the natural environment by people in ways that reveal their values, circumstances, and technology. The natural environment in this program is the Great Plains, a region that receives less than 20 inches of precipitation as an annual average. The Great Plains is also swept frequently by strong, dry winds that blow eastward from the Rocky Mountains. Under natural conditions, the Great Plains was covered by tough grass that helped protect the soil from the wind. However, continuous misuse of the land by farmers and herders stripped the land of the grasses that covered and protected it and exposed the soil to the harsh winds. The result eventually was the Dust Bowl, a vast area of the Great Plains devastated by severe winds that eroded the soil and threatened life in this region.
2. The secondary geographic themes of this program are **region** and **movement**. The defining characteristics of the Great Plains region pertain to its climate and topography. It is an arid flat grassland. Settlers moving into this region during the latter part of the 19th century and the first quarter of the 20th century altered the environment and created the conditions of the Dust Bowl. The miserable living conditions of the Dust Bowl prompted migrations of people from this region. Most people, however, remained to cope with problems of the Dust Bowl. These problems attracted the attention of government officials, scientists, and engineers who tried to repair this damaged environment and provide relief for the people living in it.
3. The major historical topics of this program are **the westward movement of settlers, the impact of science and technology on society,** and **the growth of national government** in

response to national problems. People moved west to settle in the Great Plains. Their mis-use of the land in combination with lack of rainfall created the Dust Bowl, which led to se-vere economic hardships and movement far-ther west by some folks to seek better living conditions. The presidential administration of Franklin D. Roosevelt introduced numerous government programs to alleviate the crisis of the Dust Bowl. President Roosevelt referred to these programs as a New Deal, not only for the people of the Dust Bowl, but for people throughout the nation suffering from the consequences of the Great Depression. New Deal programs in the Great Plains included positive uses of science and technology to resolve or cope with environmental problems created by previous misuses of technology, which had damaged the environment.

Program Treatment

This program will present issues and events in three segments and in the following sequence.

Establish Historical Context and Topics—Begin with pictures of the Great Plains that show the environment prior to the arrival of homesteaders during the 1860s. Use the opening clip from the historic film, *The Plow that Broke the Plains*, which was made in 1936 by the Farm Security Administration. The film begins with scenes of virgin grasslands, untouched by plows and herds of domesticated farm animals. Locate the Great Plains on a map of North America. Describe the natural environment of this region. Make the point about relative aridity by charting average annual precipitation and tracing fluctuations in annual precipitation from the 1880s until 1930.

Following the Homestead Act of 1862, which gave a settler a quarter section of land (160 acres) in return for living there and cultivating it, large numbers of farmers moved onto the Great Plains. Settlers used new steel-tipped plows to turn the tough sod and replace the wild grasslands with farmlands. World War I greatly increased demand for wheat and other agricultural products and the Great Plains farmers supplied needed commodities. Millions of acres never before tilled were plowed and seeded with wheat. The yield was favorable at first, because the soil was fertile and the combined precipitation and subsoil moisture were adequate.

Eventually the moisture was depleted, and in 1931 several years of substandard precipitation started. Strong winds began to blow the soil in 1932; the result was a series of terrible windstorms called "black blizzards," which created the Dust Bowl during the early and middle years of the 1930s. Use clips from the federal government film, *The Plow that Broke the Plains*, to depict the faulty agricultural and herding practices that led to the dust storms and to show the devastating effects of the storms. Summarize causes of the Dust Bowl: soils subject to wind erosion, drought that killed soil-holding vegetation, incessant strong winds, excessive cultivation of the land, overgrazing of the land, and inattention to water and soil conservation practices.

Raise this question: What caused the black blizzards and the Dust Bowl conditions? How did they affect life on the Great Plains during the 1930s?

Relate Geographic Theme to Topics in American History—Highlight the theme of relationships within places: humans and environments. Use maps, photographs, and film clips to show people trying to cope with conditions of the Dust Bowl after 1932. Locate on a map the most severe Dust Bowl conditions, which existed in the southern part of the Great Plains.

Use examples from diaries, letters, and newspaper articles of people struggling to survive in the Dust Bowl. For instance, Ann Marie Low, recorded her family's experiences on a farm in North Dakota during the 1930s. These records are published in *Dust Bowl Diary*. She tells about the effects of the drought, dust storms, and economic depression upon her family and neighbors. "Talk about wind!" wrote Ann Marie Low, "Most of the scenery is in the air." The air was so filled with dust that people had to hold cloth over their faces when going out of doors. The remaining grass and dried hay for livestock was coated with dust, and cattle could not eat it. Large areas of the Great Plains were virtually unfit for habitation by people and animals.

Some people abandoned their farms and moved west to urban areas. But most folks stayed to face the challenge of the Dust Bowl, to cope with it and overcome it. For example, Caroline A. Henderson, a 28-year-old resident of Alva, Oklahoma, wrote letters (later published in *Atlantic* magazine) to a friend in Maryland about the resolve of her family and friends: "We long for the garden and

little chickens, the trees and birds and wildflowers of the years gone by. Perhaps if we do our part these good thing may return someday, for others if not ourselves.... But to leave voluntarily—to break all these closely knit ties for the sake of a possibly greater comfort elsewhere seems like defaulting on our task."

The federal government developed programs to assist those who stayed to struggle in the Dust Bowl. President Franklin D. Roosevelt had proclaimed a New Deal for Americans suffering from the Great Depression of the 1930s. Several New Deal programs were directed to the special problems of people in the Dust Bowl. The Soil Conservation Service, for example, initiated a large-scale program to prevent wind erosion, restore grasslands, and encourage farmers to use agricultural methods suited to the arid conditions of the Great Plains. The Forest Service launched the Shelterbelt Project that planted millions of trees on the Great Plains to hold down the soil and break the force of the wind. The Farm Security Administration provided financial aid to destitute farmers to help them remain on their property and overcome the Dust Bowl conditions.

New Deal programs helped tremendously, but government aid alone could not restore the prosperity of the region; only an end to the drought and the dust storms, in combination with intelligent use of the land, could lead to that end. In 1938 and 1939, precipitation increased significantly and the dust storms diminished in number and force. Harvests were plentiful and an agricultural boom was in the making, as farmers increasingly practiced new techniques developed by agricultural experts in state and federal government programs. In 1939, the outbreak of war in Europe led to an increase in demand for American agricultural products, and the Great Plains farmers were ready to supply them. Prosperity returned to the once-dismal Great Plains and continued throughout World War II, 1939–1945.

Prompt Post-program Activities—The soils of the Dust Bowl region require a special kind of care if they are to be used profitably for farming and ranching. For example, contour plowing, strip cropping, stubble mulching, fallow rotation, and land bank programs must be employed systematically and faithfully. This new farming technology, introduced by the Soil Conservation Service during President Roosevelt's New Deal, spread across the Great Plains and made a positive change in the use of the environment.

Show scenes of the Great Plains today to reveal prosperous farms and ranches. Ask residents of the region about life there today and what they know or have been told about the grim conditions of the black blizzards and the Dust Bowl. At the end of her Dust Bowl Diary, Ann Marie Low writes: "It is a joy to see how much easier life on farms and ranches is compared to the life we lived fifty years ago. The term 'Dust Bowl days' means little now to young people, and even many people who lived through those days seem to have forgotten. After all, they may believe, it is a period of history that can never recur and is best forgotten."

It seems unlikely, but it is possible for Dust Bowl conditions to return to this area. Given certain environmental conditions in combination with unwise use of the land, the Dust Bowl could recur.

Raise these concluding questions: How could Dust Bowl conditions return to the Great Plains? What relationships between people and the environment must be maintained to reduce the likelihood of another Dust Bowl?

Program Treatment

This program will present issues and events in three segments and in the following sequence.

Establish Historical Context and Topics—Begin in Independence, Missouri, at the Harry Truman Presidential Library. Show his home about six blocks away from the library, his grave site in the courtyard of the library, and the facsimile of his Oval Office, located in the presidential library. State that President Truman made momentous foreign policy decisions in the real Oval Office from 1945–1952—decisions that shaped the international scene in the latter part of the 20th century.

Move back in time to the end of World War II, when Truman was President. The United States and the Soviet Union had joined forces to defeat Nazi Germany; show the joyous 1945 meeting of victorious Soviet and American military forces at Torgau, on the banks of the Elbe river in Germany. But post-war cooperation was short-lived and replaced by conflict between the Soviet Union and the Western Allies.

President Truman was in the audience when Winston Churchill dramatically and ominously described the emerging East/West conflict in Europe in an important speech at Fulton, Missouri (March 15, 1946). Churchill observed that "from Stettin in the Baltic to Trieste in the Adriatic, an Iron Curtain has descended across the Continent." On one side were the Soviet Union and the eastern European countries that it dominated. On the other side were the non-communist countries of the West. Churchill noted the end of wartime collaboration among the Western nation-states and the Soviet Union and the beginning of serious East/West conflict. He called for closer cooperation among the United States and the Western European nations to meet the threat of Soviet expansion in Europe.

By 1947 the war-time allies, the United States and the Soviet Union, were embroiled in a "Cold War." Show on a world map the opposing spheres of interest in Europe—the Soviet Union and its eastern European satellites and the United States and its Western allies. In 1947, the Soviet Union backed communist forces in Greece trying to overthrow the government. The Soviet Union also seemed to be threatening Turkey and non-communist governments in Europe. In a message to Congress, March 23, 1947, President Truman reacted to the Soviet moves in Europe. He said: "The free peoples of the world look to us for support in maintaining their freedoms. If we falter in our leadership we may endanger the peace of the world—and we shall surely endanger the welfare of our own nation. Great responsibilities have been placed upon us by the swift movement of events."

Raise this question: How did President Truman respond to the Soviet threat to the European allies of the United States?

Relate Geographic Theme to Topics in American History—Introduce the geographic theme of regions and apply it to the international conflict and confrontations following World War II between the United States and the Soviet Union. The United States was the leader of a community of nations in the North Atlantic area which felt threatened by the Soviet Union and had common interests and values based on Western civilization.

President Truman looked to George Kennan, head of the Policy Planning Staff in the State Department, for advice about how to deal with the Soviet Union. Kennan formulated a policy of containment; the President agreed with Kennan and applied his policy to Europe and other parts of the world. Kennan argued that Soviet communism was like "a fluid stream which moves constantly, wherever it is permitted to move, towards a given goal. Its main concern is to make sure that it has filled every nook and cranny available to it in the basin of world power." So if Soviet foreign policy was directed to put "pressure, unceasing constant pressure" on the non-communist countries, then "the main element of any United States policy toward the Soviet Union must be that of a long-term, patient—but firm and vigilant—containment of Russian expansionist tendencies."

In line with the containment policy, President Truman and his advisors forged NATO, the North Atlantic Treaty Organization. The Preamble to the North Atlantic Treaty reflects the values shared by the nation-states of the North Atlantic region: "...to safeguard the freedom, common heritage, and civilization of their people founded on the principles of democracy, individual rights, and the rule of law."

Treat the following major policies and events in the origin and formation of NATO.

- Truman Doctrine—Congress voted to provide $400 million in economic and military

aid to Greece and Turkey to resist takeover by Soviet-backed communist forces, and Truman approved this measure on May 22, 1947.

- European Recovery Program (The Marshall Plan) and the Organization for European Economic Cooperation were established in 1948.
- Berlin blockade by the Soviet Union was countered by the 1948 Berlin airlift.
- Brussels Treaty was signed by Britain, France, Belgium, Luxembourg, and the Netherlands for collective defense, March 12, 1948; a provision of this treaty was a permanent military committee staffed by representatives of the signatory powers; this provision led directly to the creation of NATO.
- NATO, The North Atlantic Treaty Organization, was formed with the signing in Washington, D.C., of a treaty for collective defense by 12 countries: the United States, Belgium, Canada, Denmark, France, Iceland, Italy, Luxembourg, the Netherlands, Norway, Portugal, and the United Kingdom, April 4, 1949. An attack against any one of the signers would be considered an attack against all.
- The North Atlantic Treaty came into force after it was ratified by all of the signatories, August 24, 1949. Ratification by the United States was a significant departure from tradition—this was the first military alliance ever made by the United States during a time of peace.
- The North Atlantic Council (NAC)—NATO's highest decision-making organ—had its first meeting in Washington, D.C., September 17, 1949.
- In a report to Congress, President Truman declared the success of military aid and the policy of containment in Greece and Turkey, November 28, 1949.
- President Truman approved $900,000 in military aid for the integrated defense of the North Atlantic region, January 27, 1950.
- General Dwight Eisenhower was named Supreme Allied Commander of Europe and head of the NATO integrated defense forces, December 19, 1951.
- Greece and Turkey joined NATO, February 18, 1952.
- The Federal Republic of Germany (West Germany) became a member of NATO, July 18, 1955.

Note that in 1955, the Soviet Union organized the Warsaw Treaty Organization, the eastern bloc equivalent to NATO. Emphasize, however, that Soviet expansion in eastern Europe was halted and did not extend beyond the limits set by the containment policy.

Point out that only one other nation, Spain (1982), has been admitted to NATO since 1955, when West Germany joined the alliance. Since 1955, France has withdrawn from the integrated NATO military commands and the NATO headquarters has been moved from France to Belgium. France has remained a member of NATO, however.

Prompt Post-program Activities—Turn to George Kennan, formulator of the containment policy adopted by President Truman. At the end of his long career in public service, Kennan wrote in his memoirs, "...I have expressed in talks and lectures the view that there were only five regions of the world—the United States, the United Kingdom, the Rhine valley with adjacent industrial areas, the Soviet Union, and Japan—where the sinews of military strength could be produced in quantity; I pointed out that only one of these was under Communist control; and I defined the main task of containment, accordingly, as one of seeing to it that none of the remaining ones fell under its control." Kennan was satisfied that the objectives of NATO had been met.

Conclude the program with an assessment of the geopolitical situation in Europe and the North Atlantic region as of the 1980s. Show movement toward a friendlier relationship between the U.S. and the Soviet Union. Show political changes in Eastern Europe and the decline of East-West tensions as of 1989.

Raise this concluding question: Did NATO meet the regional needs and objectives for which it was founded?

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